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AUTHOR	Griggs, Mildred B.
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ABSTRACT

This document contains an evaluation checklist developed to assess home economic programs in Illinois in order to determine if they are conducive to meeting the needs of students enrolled in the programs. The quality indicators in this booklet were derived from the "Standards for Vocational Home Economics Education" published by the U.S. Department of Education. The indicators are designed to be used to assess the following program components: instructional staff, curriculum, instructional program, program philosophy, advisory council, administrative/supervisory staff, and funding. Each indicator contains evaluative statements that are suggested criteria by which to assess programs. All items are to be rated according to these indicators: "needs improvement," "satisfactory," and "excellent." (KC)

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QUALITY INDICATORS

FOR

VOCATIONAL HOME ECONOMICS PROGRAMS IN ILLINOIS

U.S. DEPARTMENT OF EDUCATION
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1984

Introduction

Home Economics has long been an important part in the instructional program of Illinois schools. In order for it to remain vital, it is necessary to assess the conditions associated with home economics programs to determine if they are conducive to meeting the needs of students enrolled in the programs.

The quality indicators in this booklet were derived mainly from the Standards For Vocational Home Economics Education, U.S. Department of Education, Office of Vocational and Adult Education, 1981. They were designed to be used to assess the following program components: instructional staff; curriculum; instructional program; program philosophy; advisory council, administrative/supervisory staff; and funding.

The evaluative statements under each component are suggested criteria by which to assess programs.

Prepared by: Mildred B. Griggs
University of Illinois

Project Co-directors:
Mildred B. Griggs
Division of Home Economics
Department of Vocational & Technical Education
University of Illinois
Urbana-Champaign, Illinois

Charlotte Carr
Department of Home Economics
Illinois State University
Normal, Illinois

Illinois State Board of Education
Home Economics Consultants:
Susan P. Burge
Catherine A. Carter

Consultants: Betty J. Church
Bradley University

Betty J. Church
Southern Illinois University

Barbara Owens
Eastern Illinois University

Marian Swisher
Western Illinois University

Tina Escobar
Graduate Assistant
University of Illinois

QUALITY INDICATOR TOPIC 1

INSTRUCTIONAL STAFF

The statements contained within this topic relate to the people who constitute the vocational home economics program instructional staff. This topic is concerned with the staff's qualifications, skills, abilities, practices and professional behavior.

QUALITY FEATURE STATEMENT
The instructional staff has sufficient education, experiences and professional commitment to provide high quality educational experiences to all learners.

1. Qualifications
The instructional staff meets the minimum qualifications listed in The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document 1, 1980, p. 33.

1.1 The instructors have a minimum of a bachelors degree. ∇ O Δ

1.2 The instructors hold a valid teaching certificate for the teaching assignment. ∇ O Δ

1.3 The instructor has adequate college preparation in the area being taught. The instructor has a minimum of 2000 hours work experience in the occupational area being taught. ∇ O Δ

1.4 Teachers' educational background are sufficient to enable them to do the following:

1.41 Use teaching and classroom management techniques which assist in creating a positive learning environment. ∇ O Δ

1.42 Teach heterogenous groups of diverse students, such as those with varying abilities, the disadvantaged, those with handicapping conditions, those from economically depressed areas or areas of high unemployment and cultural differences. ∇ O Δ

1.43 Work with parents and guardians to meet students needs and improve curriculum. ∇ O Δ

1.44 Interpret and influence local, state and national legislation and policies that affect vocational home economics. ∇ O Δ

Needs Improvement ∇ Satisfactory O Excellent Δ

1.45 Supervise student teachers. ∇ O Δ

1.46 When outreach offerings are part of the program: assessing community needs; organizing, managing and evaluating program offerings. ∇ O Δ

1.47 Understand the history and philosophy of vocational education and home economics education. ∇ O Δ

1.48 Integrate FHA/HERO into the program of the secondary level and professional home economics education student organizations into post-secondary programs. ∇ O Δ

1.49 Eliminate sex and culture bias and stereotyping. ∇ O Δ

1.50 Address current and future societal concerns. ∇ O Δ

1.51 Assist students in planning and conducting extended learning experiences beyond the classroom. ∇ O Δ

1.52 Promote the program through public relations. ∇ O Δ

1.53 Form and use advisory councils. ∇ O Δ

1.54 Teach basic skills (reading, writing, computation) in content area. ∇ O Δ

1.55 Evaluate learners, courses, programs and instruction ∇ O Δ

1.56 Use technological innovations (e.g. computers). ∇ O Δ

2. Instructional Management

2.1 The staff organizes and uses an advisory council. ∇ O Δ

2.2 The staff maintains a file of departmental records. ∇ O Δ

2.3 The staff meets deadlines when completing and filing reports. ∇ O Δ

2.4 The staff prepared a statement of philosophy that serves as a guide for subsequent decisions. ∇ O Δ

2.5 The staff makes prioritized yearly recommendations for the purchase of equipment, materials and supplies. ∇ O Δ

2.6 The staff maintains a current inventory of instructional supplies, material and equipment. ∇ O Δ

2.7 The staff has policies regarding student behavior and uses discipline techniques conducive to student learning and safety. ∇ O Δ

2.8 When necessary, the staff maintains files for present and former students and conducts follow-up studies. ▽ O △

2.9 When appropriate, the staff can provide instruction in cooperation with other school personnel or community agencies for learners of various age, ability and grade levels. ▽ O △

3. Public Relations

3.1 The staff interprets the vocational home economics education program to persons in various educational business/industry, community, policy making positions using a variety of techniques. ▽ O △

4. Continuing Education

4.1 Instructional staff regularly participates in at least one college course, in-service activity workshop, or other educational activity related to home economics education or education at level of staff position. ▽ O △

4.2 Staff joins professional associations, attends meetings, and reads professional literature. ▽ O △

4.3 Staff takes college courses relating to consumer and homemaking education, vocational education, teacher education or specific home economics related occupations during each three year period of employment to update professional and technical knowledge. ▽ O △

5. Professional Conduct

5.1 The instructional staff:

5.11 Adheres to local, state and national codes of ethics for vocational home economics educators and the education profession. ▽ O △

5.12 Communicates and cooperates with persons in the community (parents, business people, etc., as well as with persons in the school and school district. ▽ O △

5.13 Participates in school and community activities additional to those related to the teaching assignment directly. ▽ O △

5.14 Follows established lines of authority in expressing needs or concerns. ▽ O △

5.15 Maintains annual membership in at least one professional home economics organization. ▽ O △

5.16 Attends meetings of at least one such organization every three years. ▽ 0 △

5.17 Participates actively in professional organizations. ▽ 0 △

6. 6.1 The instructional staff:

6.11 Assists in developing and revising local curriculum based on state and national guidelines. ▽ 0 △

6.12 Uses local curriculum guides and policies. ▽ 0 △

6.13 Adapts instruction to meet needs of all students. ▽ 0 △

6.14 Organizes and/or advises FHA/HERO chapter or vocational home economics education student organization chapter as an integral part of the instructional program. ▽ 0 △

6.15 Initiates and makes parent/guardian contacts. ▽ 0 △

6.16 ssists students in planning and conducting extended learning beyond classroom. ▽ 0 △

6.17 Promotes articulation of vocational home economics education program offerings. ▽ 0 △

6.18 Serves on committee and participates in meetings or conferences in which students with special needs are reviewed for admission and dismissal from each program offering in order to facilitate their learning, (eg. IEP conferences). ▽ 0 △

6.19 Initiates and makes business and industry contacts for occupational programs. ▽ 0 △

6.20 Assumes responsibility for planning, organizing, and conducting instruction.

QUALITY INDICATOR TOPIC 2

CURRICULUM

The statements contained within this topic relate to the curriculum for consumer and homemaking and occupational home economics programs. These statements focus upon the bases for curriculum decisions and the aspects of the education process: objectives, content and techniques for teaching and evaluation.

QUALITY FEATURE STATEMENT
Written curriculum exists for each course that is taught in the home economics program.

1. Curriculum Content

1.1 The curriculum includes the following: ∇ O Δ

1.11 Concepts and generalization appropriate for the level of the course and needs of the students. ∇ O Δ

1.12 Cognitive, affective and psychomotor objectives at the appropriate levels. ∇ O Δ

1.13 Objectives that state learner outcomes. ∇ O Δ

1.14 A variety of teaching techniques. ∇ O Δ

1.15 Techniques that help students acquire skills in thinking and acquiring and evaluating information. ∇ O Δ

1.16 Techniques that help students acquire life skills and attitudes needed to succeed in contemporary society. ∇ O Δ

1.17 A plan for continuous student evaluation. ∇ O Δ

1.18 FHA/HERO activities at the secondary level and other vocational home economics student organization activities at the post secondary level as an integral part of the course. ∇ O Δ

1.19 Learning experiences that extend beyond the classroom and school. ∇ O Δ

1.20 Content that prepares male and female students for the occupation of homemaking, for a home economics related occupation and/or post secondary education in a related area. ∇ O Δ

1.21 Content on occupational health and safety. ∇ O Δ

1.22 Experiences which make students aware of or help them develop employability skills. ∇ O Δ

Needs Improvement ∇ Satisfactory O Excellent Δ

1.23 Objectives, content and learning experiences that are free of sex and culture bias and stereotyping. ∇ O Δ

2. Curriculum Modification and Adaptation

2.1 Whenever appropriate, the curriculum is modified to accommodate the unique needs of students such as:

2.11 Students with various ability levels. ∇ O Δ

2.12 Students with handicapping conditions. ∇ O Δ

2.13 Students identified as being from economically depressed areas or areas with high rates of unemployment. ∇ O Δ

2.14 Students identified as disadvantaged. ∇ O Δ

2.15 Students from various cultures ∇ O Δ

3. Curriculum Implementation

3.1 A variety of teaching techniques are used, including group and individual instruction. ∇ O Δ

3.2 Techniques and resources used are free of culture and sex bias and stereotyping. ∇ O Δ

3.3 Curriculum is implemented through FHA/HERO chapter or vocational home economics education student organization chapter activities and projects. ∇ O Δ

3.4 When outreach programs exist, the curriculum is implemented such that learning opportunities are extended into the community when need for such a program has been established. ∇ O Δ

3.5 A variety of audio-visual and computer resources are used. ∇ O Δ

3.6 A variety of printed resources are used. ∇ O Δ

3.7 Textbooks and aides are provided at a variety of reading levels. ∇ O Δ

3.8 A variety of community resources, such as guest speakers, field trips, appropriate representatives from business/ industry are used. ∇ O Δ

4. Curriculum Evaluation

4.1 There is frequent, indepth evaluation of curriculum and course offerings. ▽ 0 △

4.2 Evaluation data serve as a basis for continuing, revising or eliminating courses and curricula. ▽ 0 △

4.3 Evaluation data be sought from a variety of sources, eg. students, parents, advisory committee, representatives from business and industry. ▽ 0 △

QUALITY INDICATOR TOPIC 3

INSTRUCTIONAL PROGRAM

The instructional program is defined as Consumer and Homemaking Education or Occupational Home Economics Education. They prepare students for the occupation of homemaking and for employment in occupations using home economics concepts and skills. Sequential programs are planned to prepare males and females for entering the work of the home, combining the roles of homemaker and wage earner, and developing skills for occupations utilizing competencies related to one or more of the subject matter areas of home economics. The subject matter areas are:

Clothing and Textiles

Consumer Education/Resource Management

Foods and Nutrition

Housing, Home Furnishings and Equipment

Human Development, Interpersonal and Family Relationships

Courses at the orientation level introduce students to all areas of home economics and serve as a background for all vocational home economics programs. An orientation course is offered when students enter the ninth grade without a background in home economics. This course is typically a year in length. In Local Education Agencies (LEA) where students have this type of course before entering secondary school, subject matter courses are offered. All programs include learning experiences designed to prepare individuals with life skills as well as occupational skills and/or for related continued education. Sequential programs in the various clusters have been identified and defined as follows:

Secondary Programs

(20.0101) Occupation of Homemaking
(20.0201) Child Care and Guidance Management Services
(20.0301) Clothing, Apparel, and Textiles Management, Production, and Services
(20.0401) Food Production, Management, and Services
(20.0501) Home Furnishings and Equipment Management, Production, and Services
(20.0601) Institutional, Home Management, and Supporting Services
(20.0602) Companion to the Aged
(20.0306) Fashion/Fabric Coordination

Interdisciplinary - Home Economics and Marketing

(08.0101) Apparel and Accessories Marketing
(08.0801) Home Furnishings Marketing
(08.0901) Hospitality Marketing

Local districts may offer one or more of the preceding programs.

Future Homemakers of America (FHA-HERO Chapters) is the official vocational student organization for all secondary home economics programs. The objective of the

organization is to assist students in developing personal leadership, citizenship, and occupational knowledge and skills for personal, family and community living and employment through vocational home economics education programs. Activities focus on individual growth, preparation for family life, development of occupational skills and careers, and participation of students in today's society and are an integral part of the program. Post secondary students are expected to join professional organizations such as the American Home Economics Association.

These programs are planned to meet the intent of the Vocational Education Act of 1963 as amended by Title II of the Education Amendments of 1976, Public Law 94-482 and the Illinois State Board of Education "Rules and Regulations for the Administration of Vocational Education Programs."

QUALITY FEATURE STATEMENT
The instructional program is designed to meet the needs of students, the labor market, and to repond to federal legislation.

1. Course Offerings

   1.1 Courses are offered at all approrpiate grade and educational levels: elementary, middle school/junior high, high school, postsecondary and adult. ▽ O △

   1.2 Sufficient instructional time is allocated to insure students mastery of the content. ▽ O △

   1.3 Courses meet frequently enough to ensure continuity, integration and transfer of content. ▽ O △

2. Staff

   2.1 Sufficient number of qualified teachers are employed to meet student needs and maintain course offerings in each program. ▽ O △

   2.2 A person is designated program administrator and charged with the responsibility for coordinating the instructional activites and maintaining records, budget and other managerial tasks. ▽ O △

   2.3 Time is allocated for staff to fulfill their assigned responsibilities: management, supervision, instructional planning. ▽ O △

3. Population Served

   3.1 Program is accessible to all who meet the prerequisites established by local and state education agencies including:

      3.11 Males and females. ▽ O △

      3.12 Students of various abilities and cultures. ▽ O △

      3.13 Those with handicapping conditions who qualify and will benefit from offerings. ▽ O △

Needs Improvement ▽ Satisfactory O Excellent △

3.14 Those identified as disadvantaged ∇ O Δ

3.15 Those identified as coming from economically depressed areas, or areas with high unemployment ∇ O Δ

3.16 School age parents (all levels) ∇ O Δ

3.2 Adult programs are also accessible to persons in correctional institutions, those referred by the courts, aged persons, and persons served by programs connected with the health care delivery system.

4. Class Size

4.1 Class Size is appropriate for each teaching/learning situation. ∇ O Δ

4.2 The number of students does not exceed number for which setting is designed and equipped. ∇ O Δ

4.3 The number of students does not exceed number for which instructional supplies and materials are provided. ∇ O Δ

4.4 The number of students in each offering does not exceed number the teacher can effectively instruct and safely supervise. ∇ O Δ

5. Program Evaluation

5.1 Program evaluated at least every three years. ∇ O Δ

5.2 Program is evaluated by the vocational home economics education staff and the advisory council. ∇ O Δ

5.3 Local and State plans for vocational education are used as basis for the evaluation. ∇ O Δ

5.4 Local, State and National Standards for vocational home economics education programs are used in evaluation. ∇ O Δ

5.5 Program revisions are made when the need is indicated by evaluation results. ∇ O Δ

6. Program Development

6.1 The program development is based on data and input from a variety of sources including: ∇ O Δ

5.11 Local, state, and national occupational home economics education or consumer and homemaking education curriculum materials. ∇ O Δ

5.12 The advisory council. ∇ O Δ

5.13	The perceived needs, interests, and abilities of students.	∇ O Δ
5.14	The current and future needs of society.	∇ O Δ
5.15	Students, former students, and parents/ gardians of students.	∇ O Δ
5.16	Follow-up data from students and employers.	∇ O Δ
5.17	Data from student progress evaluations.	∇ O Δ
5.18	Teachers, counselors, and administrator/ supervisors.	∇ O Δ
5.19	Information about current and projected employment opportunities.	∇ O Δ
5.20	Task analyses.	∇ O Δ

QUALITY INDICATOR TOPIC 4

PROGRAM PHILOSOPHY

The statements contained within this topic relate to the home economics program philosophy. They address the consumer and homemaker and the occupational home economics programs. A philosophy is a written statement which contains the fundamental beliefs of a profession and reflects a value system of that profession. It serves as a foundation and farmework for all instructional and related aspects of the program. It should be available upon request to all who are interested and specifically distributed to school staff, school boards and members of the advisory committee.

QUALITY FEATURE STATEMENT
A current, comprehensive written philosophical statement is available and there is evidence that it influences program and staffing discissions.

1. Development

   A philosophical statement about the role and purpose of home economics in the school exists.

   1.1 The statement was developed by program staff (teachers administrators and supervisors) with suggestions from the advisory committee. ∇ O Δ

   1.2 The statement is reviewed every three years by staff and advisory committee. ∇ O Δ

   1.3 The statement is revised by the staff whenever it is needed. ∇ O Δ

2. The philosophy statement:

   2.1 Includes the program purpose/rationale. ∇ O Δ

   2.2 Reflects current focus of the field. ∇ O Δ

   2.3 Reflects current legislative intent. ∇ O Δ

   2.4 Is consistent with other philosophies of education that affect the program. ∇ O Δ

   2.5 Reflects needs of students, and current societal conditions. ∇ O Δ

3. Use of philosophy statement

   3.1 The statement is used:

      3.11 To determine program purpose and goals. ∇ O Δ

      3.12 As a basis for curriculum plans, implementation, ∇ O Δ

      3.13 To develop job descriptions for instructional, administrative and supervisory staff. ∇ O Δ

QUALITY INDICATOR TOPIC 5

ADVISORY COUNCIL

The statements contained within this topic are related to the advisory council. An advisory council is an organized group of persons, usually outside the education setting, chosen to provide advice and other forms of assistance to the vocational home economics education staff.

It is composed of a minimum of five male and female community and staff representatives. Staff representatives generally serve as ex-officio members. Its members are selected or recommended by vocational home economics education staff, and approved and invited to serve by an appropriate administrator.

QUALITY FEATURE STATEMENT
An advisory council is available and there is evidence that it plays an active role in advising the program staff, administrators, school board and others about student and community needs and how they can best be met.

1. Council Responsibilities

   1.2 The council makes recommendations to the home economics staff concerning:

      1.21 Education and employment needs of the community ∇ O Δ

      1.22 Instructional program ∇ O Δ

      1.23 Budgetary matters ∇ O Δ

      1.24 Selection and maintenance of equipment ∇ O Δ

      1.25 Training stations and employment opportunities for students enrolled in programs. ∇ O Δ

2. Public Relations Activities

   2.1 The advisory council provides assistance in the following:

      2.11 Interpreting program to other vocational groups and education personnel. ∇ O Δ

      2.12 Interpreting program to persons within the community and to policy makers. ∇ O Δ

      2.13 Publicizing the vocational home economics education program. ∇ O Δ

3. Council Operating Procedure

   3.1 The council meets at least twice a year. ∇ O Δ

3.2 The council elects its own officers including a chairperson and a secretary. ∇ O Δ

3.3 An agenda is prepared, distributed in advance, and followed at each meeting. ∇ O Δ

3.4 Minutes are taken at each meeting and available to the members. ∇ O Δ

3.5 An open file of minutes and other documents are kept in the school. ∇ O Δ

QUALITY INDICATOR TOPIC 6
ADMINISTRATIVE AND SUPERVISORY STAFF

The primary job of the administrative and supervisory staff is to administer and supervise the instructional program and staff, coordinate school/community services and related activities, and provide general program leadership and staff development.

QUALITY FEATURE STATEMENT
There is a person(s) designated as administrator or supervisor of the vocational home economics program. This person's role and channel of communication are clearly defined.

1. Qualifications of Administrator/Supervisor

1.1 Minimum qualifications for a program administrator are:

1.11 A masters degree in administration, vocational education, or home economics. ∇ O Δ

1.12 General supervisory endorsement. ∇ O Δ

1.13 Three years teaching experience. ∇ O Δ

1.14 Experience advising FHA-HERO or some other student organization. ∇ O Δ

1.2 Academic preparation for and ability to:

1.21 Develop and administer instructional programs that are free of culture and sex bias and stereotyping that meet diverse student needs. ∇ O Δ

1.22 Initiate and direct programs which address current and future societal needs. ∇ O Δ

1.23 Manage the financial aspects of a program. ∇ O Δ

1.24 Provide leadership for promoting vocational home economics education through public relations activities. ∇ O Δ

1.25 Direct the formulation and use of advisory councils. ∇ O Δ

1.26 Interpret legislation and policy relevant to programs. ∇ O Δ

1.27 Plan, conduct and evaluate appropriate staff in-service programs. ∇ O Δ

1.28 Plan, develop, implement and evaluate vocational home economics education curriculum. ∇ O Δ

1.29 Supervise personnel. ∇ O Δ

1.30 Plan and design facilities and select equipment. ∇ O Δ

2. Responsibilities of Administrator/Supervisor

2.1 Coordinates the organization and use of advisory council and FHA/HERO or other vocational home economics education student organization at post secondary level. ∇ O Δ

2.2 Facilitates the development of program philosophy and the articulation of instructional programs among the educational levels and program offerings. ∇ O Δ

2.3 Directs the development and implementation of curriculum based on student needs and state guidelines and policy. ∇ O Δ

2.4 Manages the financial aspects of program and the planning, implementation, evaluation of staff in-service. ∇ O Δ

2.5 Develops and implements reporting procedures. ∇ O Δ

2.6 Verifies the accuracy and completeness of reports, and maintains files of program records and reports. ∇ O Δ

2.7 Meets deadlines for completing and filing of reports. ∇ O Δ

2.8 Assists in planning facilities.
Recommends equipment purchase; staff employment, annual and five year program plans. ∇ O Δ

2.9 Establishes a public relations program directed at educators, policymakers and community people. ∇ O Δ

3. Professional Conduct of Administrator/Supervisor

3.1 Adheres to formal code of ethics for educators and the profession. ∇ O Δ

3.2 Communicates and cooperates with those in the education system and the community. ∇ O Δ

3.3 Follows established lines of authority. ∇ O Δ

3.4 Updates professional and technical knowledge in vocational home economics education or administration by attending at least one college course, in-service, workshop, seminar, etc. yearly. ∇ O Δ

3.5 Reads professional literature. ∇ O Δ

3.6 Attends meetings of at least one vocational education professional organization each year. ∇ O Δ
Maintains membership in and participates actively in professional organizations related to home economics, and administration/supervision by attending meetings or serving in some capacity. ∇ O Δ

QUALITY INDICATOR TOPIC 7

FUNDING

Funding refers to the financial support provided by local, state and/or federal sources to conduct the vocational home economics programs.

QUALITY FEATURE STATEMENT
Funding is sufficient to support the instructional program, to provide adequate equipment and facilities and to support staff salaries and in-service education for staff.

1. Funds for Salaries

   1.1 Money adequate to pay necessary number of instructional, administrative and supervisory staff. ∇ O Δ

   1.2 Payment for staff time beyond regular school hours or academic year when duties require extended hours. ∇ O Δ

   1.3 Compensatory time, or released time with pay for authorized continuing education activities. ∇ O Δ

   1.4 Salaries of substitute instructional staff which allows instructors to participate in authorized continuing education activities. ∇ O Δ

   1.5 Money for the employment of teacher aides/paraprofessionals when number or nature of students dictates. ∇ O Δ

2. Funds for Instructional upport Activities

   2.1 Staff Travel (including transportation and per diem according to state and local guidelines). ∇ O Δ

      2.11 Travel associated with specific course offerings (such as supervising students and selecting materials). ∇ O Δ

      2.12 Supervision of FHA/HERO or vocational home economics student organization chapters at local, district/ area, state and national levels. ∇ O Δ

      2.13 Transportation of staff to workshops, seminars, training programs on local, regional, state, or national level. ∇ O Δ

      2.14 Travel of administrative/supervisory staff in order to assist and supervise staff. ∇ O Δ

   2.2 Transportation of students to activities which contribute to instructional objectives.

      2.21 Appropriate field trips. ∇ O Δ

2.22 FHA/HERO activities, and/or vocational home economics student organization chapters when accompanied by authorized staff. ∇ O Δ

3. Facilities, equipment, supplies, and other resources.

3.1 Classrooms to accommodate class size assigned to offerings. ∇ O Δ

3.2 Laboratories which accommodate class size assigned. ∇ O Δ

3.3 Facilities which insure safety. ∇ O Δ

3.4 Provision of office and work space for teachers, administrators and supervisory staff. ∇ O Δ

3.5 Storage space in department or classroom for instructional equipment. ∇ O Δ

3.6 Buildings and structures that are accessibile to handicapped students and staff. ∇ O Δ

3.7 Budget for materials, supplies, printing, telephone, and postage which contribute to teaching/learning. ∇ O Δ

3.8 Textbooks, film, records, tapes, microcomputer software and other instructional material. ∇ O Δ

3.9 Equipment and supplies to use in direct instruction. ∇ O Δ